

Internal School Review Report

Name of Institution**Reviewed:** Newport High School**Date:** February 8 – 10, 2015**Team Member:** Debra Reed**Team Member:** Tammy Stephens**Team Member:** Leesa Moman**School Principal:** Antonio Watts

Introduction

The KDE Internal School Review is designed to:

- provide feedback to Priority Schools regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- review of the 2012-2013 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2014
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2014
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

Standard 3: Teaching and Assessing for Learning

Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	School Rating for Standard 3 2.92	Team Rating for Standard 3 2.42
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 2
3.1	<p>The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.</p> <p>Level 4 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p>Level 3 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p>Level 2 Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p>Level 1 Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 2
3.2	<p>Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p> <p>Level 4 Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement</p>		

	<p>and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/ or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 2 School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p> <p>There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.</p> <p>Level 1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating 2	Team Rating 2
3.3	<p>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 2 Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize</p>		

	instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 3
3.4	<p>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p> <p>Level 4 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 3 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 2 School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 1 School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 3
3.5	<p>Teachers participate in collaborative learning communities to improve instruction and student learning.</p> <p>Level 4 All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p> <p>Level 3 All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur</p>		

	<p>regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p>Level 2 Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p>Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 2
3.6	<p>Teachers implement the school's instructional process in support of student learning.</p> <p>Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p>Level 3 All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p>Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p>Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 3
3.7	<p>Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</p> <p>Level 4 All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid</p>		

	<p>and reliable measures of performance.</p> <p>Level 3 School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p>Level 2 Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.</p> <p>Level 1 Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 3
3.8	<p>The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</p> <p>Level 4 Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.</p> <p>Level 3 Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.</p> <p>Level 2 Programs that engage families in their children's education are available. School personnel provide information about children's learning.</p> <p>Level 1 Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 2
3.9	<p>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.</p> <p>Level 4 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 3 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 2 School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate</p>		

	<p>in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 1 Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 2
3.10	<p>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</p> <p>Level 4 All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p> <p>Level 3 Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</p> <p>Level 2 Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p>Level 1 Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 3
3.11	<p>All staff members participate in a continuous program of professional learning.</p> <p>Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p>		

	<p>Level 2 Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</p> <p>Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 2
3.12	<p>The school provides and coordinates learning support services to meet the unique learning needs of students.</p> <p>Level 4 School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p>Level 3 School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p>Level 2 School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p>Level 1 School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.</p>		

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

School and Student Performance Results

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2013-2014	55.6	56.6	61.3	Yes	Yes	Yes
2012-2013	48.2	49.2	51.8	Yes	Yes	Yes

II. Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	%P/D School (11-12)	%P/D State (11-12)	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)
English II	22.5	52.2	39.1	55.8	35.6	55.4
Algebra II	25.5	40.0	23.9	36.0	16.9	37.9
Biology	14.3	30.3	11.1	36.3	22.2	39.8
U.S. History	36.5	39.5	22.2	51.3	43.2	58.0
Writing	23.8	43.9	29.0	48.2	27.4	43.3
Language Mech.	37.0	50.7	37.8	51.4	29.0	49.9

Average Score on PLAN, Grade 10, at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	14.8	16.1	15.4	16.6	14.6	16.5
Math	15.8	16.8	15.8	17.1	14.7	16.9
Reading	14.5	16.6	15.4	16.8	14.4	16.7
Science	16.8	17.9	16.5	18.1	16.2	18.1
Composite	15.6	17.0	15.9	17.3	15.1	17.2

Average Score on ACT, Grade 11, at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	16.6	18.4	16.0	18.4	17.1	18.7
Math	17.7	18.8	17.4	18.9	17.6	19.2
Reading	17.0	19.0	16.9	19.4	17.0	19.6
Science	18.6	19.1	18.0	19.5	17.0	19.6
Composite	17.6	19.0	17.2	19.2	17.3	19.4

School Achievement of Proficiency and Gap Delivery Targets (2013-2014)

Tested Area (2013-2014)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	40.0	26.5	No	40.1	26.4	No
Reading	39.4	35.4	No	37.7	34.3	No
Math	40.6	17.5	No	42.4	18.5	No
Science	32.0	20.8	No	32.4	20.8	No
Social Studies	50.5	45.5	No	48.8	43.5	No
Writing	39.4	26.9	No	41.2	24.5	No

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2013-2014)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	53.2	53.3	62.4	Yes
Graduation Rate	85.6	85.8	87.5	Yes

Program Reviews 2013-2014

Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	1.94	1.71	1.56	1.80	7.0	Needs Improvement
Practical Living	1.47	1.17	1.44	1.67	5.8	Needs Improvement
Writing	1.78	1.63	2.00	2.00	7.4	Needs Improvement

Summary of School and Student Performance

Plus

- The school has met its AMO, participation rate and graduation rate goals during each of the last two academic years.
- U.S. History has the highest percentage of proficient/distinguished students on the End-of-Course assessment.

- The school met its College and Career Readiness Delivery target with a margin of 0.1 points.
- The school met its Graduation Rate Delivery target by 0.2 points.
- The Writing Program Review indicated the strongest program with a value of 7.4 on a 12.00 point scale. Two of the standards groups scored 2.00, indicating a proficient rating.
- The Arts and Humanities (7.0) and Writing Program Reviews (7.4) both approached proficiency (8.0).

Delta

- Overall, the PLAN, ACT and End-of-Course assessment results for the school for the past three years have not met or exceeded the state averages in any tested area.
- No tested area shows a consistent and positive improvement trend in student performance for the same time span.
- The school's accountability measures rank it at the 23rd percentile of all Kentucky schools.
- Students did not reach the Proficiency or Gap Delivery targets in any content area. Social studies and reading were the areas where students were closest to meeting the Delivery target.
- Although the school met its College and Career Readiness and Graduation Rate Delivery targets, scores on both of these measures were below the state average.
- The Practical Living Program Review had a significantly lower score (5.8) than the other two Program Review areas. Within the Program Reviews, the weakest areas were the areas of formative and summative assessment. All three programs reviewed were classified as "Needs Improvement".

Stakeholder Survey Results

Indicator	Parent Survey		Student Survey		Staff Survey	
	Question	%agree/strongly agree	Question	%agree/strongly agree	Question	%agree/strongly agree
3.1	10	74.0	10	57.1	26	78.8
3.1	11	65.0	11	53.0	51	97.3
3.1	13	65.0	17	36.4		
3.1	34	71.7	32	63.1		
3.2	21	74.0	17	36.4	16	73.0
3.2					22	73.0
3.3	12	65.0	10	57.1	17	64.9
3.3	13	65.0	16	57.9	18	81.1
3.3	22	87.0	17	36.4	19	91.9

			26	68.6		
3.4					3	89.2
3.4					11	89.2
3.4					12	94.5
3.4					13	89.1
3.5	14	65.0	5	54.1	8	91.9
3.5					24	97.3
3.5					25	70.3
3.6	19	83.0	9	65.6	20	86.5
3.6	21	74.0	18	62.3	21	64.9
3.6			20	58.7	22	73.0
3.7	14	65.0	5	54.1	8	91.9
3.7					30	91.9
3.7					31	81.1
3.8	9	67.3	13	44.9	15	83.9
3.8	15	72.0	21	42.9	34	62.2
3.8	16	57.0			35	79.6
3.8	17	70.0				
3.8	35	72.7				
3.9	20	80.0	14	47.0	28	81.1
3.9						
3.10			22	62.3	9	89.2
3.10					21	64.9
3.10					23	91.9
3.11					32	89.3
3.11					33	89.2
3.12	13	65.0	1	70.9	27	73.0
3.12	23	76.0	17	36.4	29	86.5

Summary of Stakeholder Feedback

Plus

- 91.9% of staff agree/strongly agree with the statement, “All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.”
- 89.3% of staff agree/strongly agree with the statement, “In our school, all staff members participate in continuous professional learning based on identified needs of the school.”
- 89.2% of staff agree/strongly agree with the statement, “In our school, a professional learning program is designed to build capacity among all professional and support staff members.”
- 91.9% of staff agree/strongly agree with the statement, “Our school’s leaders support an innovative and collaborative culture.”
- 86.5% of staff agree/strongly agree with the statement, “All teachers in our school use a process to inform students of their learning expectations and standards of performance.”
- 97.3% of staff agree/strongly agree with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.”
- 91.9% of staff agree/strongly agree with the statement, “In our school, staff members provide peer coaching to teachers.”
- 97.3% of staff agree/strongly agree with the statement, “The school uses data to monitor student readiness and success at the next level.”

Delta

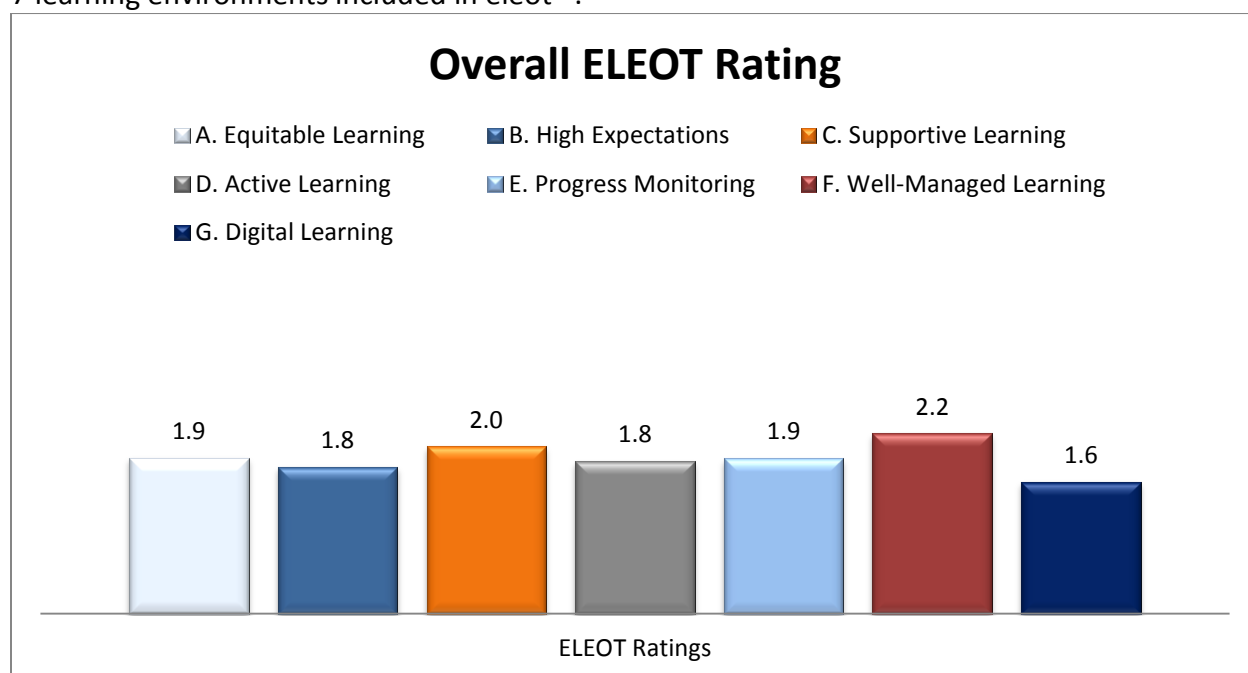
- 62.3% of students agree/strongly agree with the statement, “All of my teachers fairly grade and evaluate my work.”
- 64.9% of staff agree/strongly agree with the statement, “All teachers in our school provide students with specific and timely feedback about their learning.”
- 36.4% of students agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
- 65.0% of parents agree/strongly agree with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.”
- 42.9% of students agree/strongly agree with the statement, “All of my teachers keep my family informed of my academic progress.”
- 57.1% of students agree/strongly agree with the statement, “My school provides me with a challenging curriculum and learning experiences.”
- 63.1% of students agree/strongly agree with the statement, “My school prepares me for success in the next school year.”
- 57.9% of students agree/strongly agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help develop the skills I will need to succeed.”

Effective Learning Environments Observation Tool (eleot™) Results

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 38 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.



Summary of eleot™ Data

Equitable Learning Environment

Plus

N/A—Percentages were not high enough to qualify as a plus.

Delta

- 18% of eleot™ classroom observations indicate that differentiated learning opportunities and activities that meet individual student needs are evident/very evident.
- 0% of eleot™ observations indicate students have ongoing opportunities to learn about their own and other's backgrounds/cultures/differences.

High Expectations Learning Environment

Plus

N/A-- Percentages were not high enough to qualify as a plus.

Delta

- 8% of eleot™ observations indicate students are provided exemplars of high quality work.
- 18% of eleot™ observations indicate that students are engaged in rigorous coursework, discussions and/or tasks.
- 11% of eleot™ observations indicate that students are asked and respond to questions that require higher order thinking (e.g., applying, evaluating, synthesizing).

Supportive Learning Environment

Plus

N/A-- Percentages were not high enough to qualify as a plus.

Delta

- 13% of eleot™ observations indicate that students are provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs.

Active Learning Environment

Plus

N/A-- Percentages were not high enough to qualify as a plus.

Delta

- 21% of eleot™ observations reveal that students have several opportunities to engage in discussions with teachers and other students.
- 34% of eleot™ observations reveal that students are actively engaged in learning activities.
- 18% of eleot™ observations reveal that students make connections from content to real life experiences.

Progress Monitoring Learning Environment

Plus

N/A-- Percentages were not high enough to qualify as a plus.

Delta

- 21% of eleot™ observations indicate that students are asked and/or quizzed about individual progress/learning.
- 24% of eleot™ observations indicate that students respond to teacher feedback to improve understanding.

- 26% of eleot™ observations indicate that students demonstrate or verbalize understanding of the lesson/content
- 13% of eleot™ observations indicate that students understand how their work is assessed.
- 16% of eleot™ observations indicate that students have opportunities to revise/improve work based on feedback.

Well-Managed Learning Environment

Plus

- 60% of eleot™ observations indicate that students speak and interact respectfully with teacher(s) and peers.

Delta

- 8% of eleot™ observations indicate that students collaborate with other students during student centered activities.

Digital Learning Environment

Plus

N/A-- Percentages were not high enough to qualify as a plus.

Delta

- 34% of eleot™ observations indicate that students use digital tools/technology to gather, evaluate, and/or use information for learning.
- 16% of eleot™ observations indicate that students use digital tools to conduct research, solve problems, and/or create original works for learning.
- 8% of eleot™ observations indicate that students use digital tools/technology to communicate and work collaboratively for learning.

FINDINGS OF THE INTERNAL REVIEW TEAM

IMPROVEMENT PRIORITY

Indicators: 3.1/3.2

Action Statement:

Monitor and adjust curriculum, instruction and assessment systematically in response to data from multiple assessments of student learning and an examination of professional practice to ensure congruency to state-adopted standards in order to provide equitable and challenging learning experiences for all students.

Supporting Evidence:

Student Performance Data

Student performance data, as detailed in the attachments of this report, indicate that no tested area shows a consistent and positive improvement trend in student performance for the same time span. Of particular concern is that the school is ranked at the 23rd percentile of all schools in Kentucky.

Classroom Observation Data

The High Expectations Environment received an overall rating of 1.8 on a 4 point scale. One component of this environment, “Is provided exemplars of high quality work,” received a rating of 1.2, suggesting that students are rarely provided strong and weak models of work so that they may determine success criteria to support self-evaluation and authentic engagement in the learning process. Further, the component, “Is engaged in rigorous coursework, discussions, and/or tasks,” received a rating of 1.8 on a 4 point scale, suggesting there is little opportunity for collaboration, creating, problem-solving, and productive struggle which lead to engagement, ownership, and mastery of content knowledge and skills.

Stakeholder Survey Data

Staff surveys indicate there is limited agreement with the statement, “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.” Further, student surveys indicate an absence of agreement with the statement, “My school provides me with challenging curriculum and learning experiences.” As well, student surveys indicate an absence of agreement that learning experiences challenge them to “meet their learning needs,” prepares them to “deal with issues they may face in the future,” or “prepares them for the next school year.” Parent surveys also indicated a limited agreement with the statement, “All of my child's teachers provide an equitable curriculum that meets his/her learning needs,” as well as the statement, “My child is prepared for success in the next school year.” Additionally, parent surveys indicated an absence of agreement that, “All of my child's teachers give work that challenges my child,” and that “All of my child's teachers meet his/her learning needs by individualizing instruction.”

Staff surveys indicate there is limited agreement that “All teachers monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.” Parent surveys indicate there is limited agreement that students are “given multiple assessments to measure understanding of what was taught.” Further, student surveys indicate there is an absence of agreement with the statement, “All of my teachers change their teaching to meet my learning needs.”

Stakeholder Interviews

Stakeholders indicated in interviews that many improvements have been made in curriculum and instruction over the past five years. Additionally, interviews revealed that systems have been put in place to monitor curriculum and instruction through increased teacher accountability, leadership feedback, and a process for utilizing professional learning communities. However, there was little evidence to suggest that all teachers provide challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. Further, little evidence suggests that individualization for each student is provided.

Documents and Artifacts

A review of curriculum documents, lesson plans, and leadership feedback on walkthroughs indicated curriculum, instruction, and assessment were not systematically adjusted in response to data from multiple assessments of student learning.

IMPROVEMENT PRIORITY

Indicator: 3.3

Action Statement:

Engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Rationale:

Intentional explanation, modeling, practice, and reinforcement of varied instructional strategies are keys to helping students become independent, strategic thinkers, to transfer learning, to make connections, and to reflect on learning. Examination of the standard to determine proficiency targets and success criteria should accompany conversations in order “to identify those instructional strategies that have a high probability of enhancing student achievement” (Marzano, Robert J., *Kappan*, 2009).

Supporting Evidence:

Student Performance Data

Overall, the PLAN, ACT and End-of-Course assessment results for the school for the past three years have not met or exceeded the state averages in any tested area. No tested area shows a consistent and positive improvement trend in student performance for the same time span. The school’s accountability measures ranks it at the 23rd percentile of all Kentucky schools. The Practical Living Program Review had a significantly lower score (5.8) than the other two Program Review areas. Within the Program Reviews, the weakest areas were the areas of formative and summative assessment. All three programs reviewed were classified as “Needs Improvement.”

Classroom Observation Data

The Active Learning Environment received an overall rating of 1.8 on a 4 point scale. One component of this environment, “Has several opportunities to engage in discussions with teacher and other students,” received a rating of 1.8, suggesting that students have little opportunity for collaboration, student discourse and reflection to support learning of difficult concepts. Additionally, the Digital Learning Environment received an overall rating of 1.6 on a 4 point scale. One component, “Uses digital tools/technology to communicate and work collaboratively for learning,” received a rating of 1.2 which also suggests that opportunities to collaborate online are lacking.

Stakeholder Survey Data

While staff survey indicated agreement with the statement, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills,” there is limited agreement that “Teachers personalize instructional strategies and interventions to address individual learning needs of students.” The student survey indicated an absence of agreement that “All teachers use a variety of teaching methods and learning activities to help develop the skills needed to succeed,” and additionally, indicated a limited agreement that “Computers are up-to date and used by teachers to help me learn.” Parent surveys indicate there is limited agreement that “Teachers use a variety of teaching strategies and learning activities.”

Stakeholder Interviews

Interviews with teachers and parents reveal that the iPad one-to-one initiative has increased student participation in classroom instruction through use of multiple choice questions, online access to texts, e-mail capabilities to increase homework/classroom work completion, and electronic access to forms and worksheets. However, stakeholders expressed concern that instructional strategies requiring authentic student collaboration to solve problems, integrate content with other disciplines, develop critical thinking skills, and foster self-reflection are not implemented.

Documents and Artifacts

A review of lesson plans and walkthroughs did not reveal the use of instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Little evidence exists to demonstrate the implementation of Tier I instruction based on the individual learning needs of students.

IMPROVEMENT PRIORITY

Indicator: 3.6

Action Statement:

Implement and monitor a school-wide instructional process that ensures teachers consistently utilize exemplars of high quality work and formative assessments to guide modification of instruction.

Supporting Evidence:

Student Performance Data

Student performance data, as detailed in the attachments of this report, indicate that no tested area shows a consistent and positive improvement trend in student performance for the same time span. Of particular concern is that the school is ranked at the 23rd percentile of all schools in Kentucky.

Classroom Observation Data

Classroom observations, as detailed in the Teaching and Learning Impact of this report, revealed limited evidence of formative assessments and exemplars being used in classrooms.

Eight percent of observations indicate students are provided exemplars of high quality work and 21% of observations indicate that students are asked and/or quizzed about individual progress/learning.

Stakeholder Interviews

In interviews, teachers and administrators were consistently not able to define or explain the school's instructional process. Interviews with the teaching staff supported that use of formative assessments was an area of improvement. Similarly, the principal, in his overview, indicated that an area of improvement for the school was the implementation of the instructional process.

Documents and Artifacts

Review of professional learning community meeting agenda and notes, as well as school policies and other documents did not reveal the existence of monitoring or support for the implementation of a school instructional process to ensure effective use of formative assessments to guide and modify instruction.

Improvement Priority

Indicator: 3.10

Action Statement:

Collaboratively develop success criteria specific to the attainment of content knowledge and skills that are consistent across grade levels and courses as evidenced through rubrics, exemplars, and learning targets.

Supporting Evidence:

Student Performance Data

Student performance data, as detailed in the attachments of this report, indicates that although the school has met AMO, it still remains in the 23rd percentile of Kentucky schools. Overall, the PLAN, ACT and End-of-Course assessment results for the school for the past three years have not met or exceeded the state averages in any tested area. No tested area shows a consistent and positive improvement trend in student performance for the same time span. The school did not meet any Delivery Targets for overall student population or gap students.

Classroom Observation Data

The Progress Monitoring and Feedback Environment received an overall rating of 1.9 on a 4 point scale. One component of this environment, "Understands how her/his work is assessed" received a rating of 1.7, suggesting that students are rarely exposed to an environment where success criteria is communicated or that rubrics, exemplars, and other information regarding grading are used to aid students in the mastery of content knowledge and skills.

Stakeholder Survey Data

- 62.3% of students agree/strongly agree with the statement, "All of my teachers fairly grade and evaluate my work."

- 65.6% of students agree/strongly agree with the statement, “My school gives me multiple assessments to check my understanding of what was taught.
- 62.3% of students agree/strongly agree with the statement, “All of my teachers explain their expectations for learning and behavior so I can be successful,” and 58.7% of students agree/strongly agree with the statement, “All of my teachers provide me with information about my learning and grades,” suggesting that a process does not exist for communicating success criteria and providing specific, immediate feedback to guide students toward mastery of standards. Furthermore, 64.9% of staff agree/strongly agree with the statement, “All teachers in our school provide students with specific and timely feedback about their learning.”

Stakeholder Interviews

In interviews, staff and leadership indicated that a new grading policy and grading scale has been adopted; however, the development of success criteria and the creation and use of rubrics and exemplars to aid students in the mastery of standards is not occurring and is not consistent across courses.

Documents and Artifacts

Review of advisory policies revealed the adoption of a school-wide grading policy and 10 point grading scale; however, the review of documents and artifacts provided on Schoology did not provide samples of success criteria, rubrics, or exemplars.

Attachments:

- 1) Leadership Assessment Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified Improvement Priorities in the 2012-2013 Diagnostic Review/Leadership Assessment Report for Newport High School.

Improvement Priority 1: (1.2) Develop and implement strategies that will ensure broader stakeholder engagement in (a) building commitment to the school's shared values and beliefs, (b) developing challenging education programs and equitable learning experiences, and (c) building commitment to instructional practices that focus on active student engagement and depth of understanding.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Communication plan
- One-way and two way communication samples
- College information, FAFSA (Free Application for Federal Student Aid) support and ACT sample information
- Community communication and sharing of continuous improvement efforts through one-way communication with newsletters, media sources and social media (e-mails, Twitter, Facebook)
- Communication through Advisory Council
- Title I – parent meeting
- March- ILP (Individual Learning Plan) community members
- Round Table with community stakeholder--agenda sample
- Guidance plan
- Parent Engagement Nights (upcoming)
- Reality Store
- College/Military expo/Fair
- Evidence of Job Corps
- Mentoring Plus
- NaviGo program (business partners)
- Method test-prep (ACT)
- School-wide student iPad policy
- Parent communication sample of RtI (Response to Intervention)
- NKU (Northern Kentucky University) School-based Scholars
- Counseling needs assessment for parents, staff and students
- Community feast (community outreach)
- Big Brothers/Big Sisters program (sponsored by the school's FBLA [Future Business Leaders of America])

- CCR (College and Career Readiness) graduation policy
- Principal letter to parents explaining CCR graduation policy
- CCR banner signing- invitation to guests
- Various communication samples

School/District comments:

Our vision statement at the school is that all students will be College-and/or Career-Ready when they graduate. Our mission statement is “Newport High School—preparing students for the future.”

As a school, we have made considerable strides in the areas of fulfilling these goals and also ensuring broader stakeholder engagement. We have focused on making sure that we have two-way parent communication through the parent voice survey, home visits, parent support nights, the counseling needs assessment and conferences. We also share communication with stakeholders through Advisory Council, the community stakeholder roundtable, social media, and media sources.

We have two new school counselors this year who have brought a lot of fresh ideas and have worked to make changes based on community and school needs. They have developed a working guidance plan and are continuing to add pieces to that plan which will better serve all of our stakeholders’ needs. We have also added the position of College/Career Readiness Coordinator (in the 2013-2014 school year) to address our students’ College/Career Readiness needs. We have seen improvement in this area already, as our College/Career Ready rate increased from 21% in 2010 to 53% in the 2013-2014 school year. Also new for the 2014-2015 school year is the addition of a curriculum coach for the school. She has contributed to the PLC (Professional Learning Community) process, as well as PGES (Professional Growth and Effectiveness System). She has offered her expertise on best teaching practices to our staff.

Our students have had experiences with opportunities outside of the typical high school curriculum in the Reality Store, Job Corp, the College/Military expo, NaviGo Scholars Program, the NKU School-based Scholars program, and Mentoring Plus. These opportunities have enabled them to understand what life will be like outside of high school, explore career options, earn college credit, get job training in a career field while earning their high school diploma, connect with a successful community mentor, and/or connect them with a highly trained job specific mentor. In addition, our administrative team has evaluated all of our student data to determine which students need RtI in reading and/or math. Each student has rotated through three different groups this school year to help address meeting these needs. Students who do not need intervention in reading or math use this time to work on ACT test prep or career readiness preparation. By meeting the diverse needs of our students, we are able to move more of them towards College/Career Readiness.

Finally, our students all have access to technology through the use of 1:1 iPads. The iPads have helped to level the playing field for all of our students by exposing them to technology they may not otherwise have access to outside of the school setting. While there is always room for improvement, we believe that we have moved in a positive direction in all of these areas and will continue to make changes that will fulfill our school’s mission and vision statements.

Team evidence:

See school evidence plus:

- Stakeholder interviews
- Principal presentation
- Classroom observations

Team comments:

- Vision and mission statements were posted and visible throughout the school.
- Interviews conducted supported that the vision and mission statements were evident.
- Interviews supported that the school has made intentional efforts to improve stakeholder engagement.
- Classroom observations did not indicate high expectations in all classrooms.

Improvement Priority 2: (2.2) Engage in activities that will foster capacity of the Advisory Council to effectively lead and carry out its role when reinstated as a Site-Based Decision-Making Council in the future.

School/District	Team	
X	X	This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Advisory Council agendas
- Advisory Council minutes
- By-law review
- Current policies
- Council trainings
- Council appointments
- Rubrics used in interview process

School/District comments:

Our Advisory Council is functioning significantly better today than we were four years ago. We now have two parents on the committee who are active participants. We have adopted new policies to make the school run more effectively and efficiently as well as revised old policies. A couple of new policies that were adopted are the CCR policy and the graduation policy. We adopted these policies to assist in motivating our students to be College- and/or Career Ready and to come to school more frequently.

KASC (Kentucky Association of School Councils) conducted an audit on all of our policies in June of 2014. We now have all of the required policies and have revised the old ones to make sure they meet the guidelines. The principal keeps the council informed on school data, and they are always discussing ways to improve. The council has done a good job of hiring new teachers when there are vacancies. The council members are always involved in the interview process. Interview rubrics are utilized for every interview. We ensure all of our council members have training and understand the expectations of the Advisory Council. The district is very supportive of our council. They support us in every way and always approve new policies when

we present them. Our council works as a team to make decisions, and everyone's voice is heard. The council is always more than accommodating when recommendations are presented for ways to make things better at the school.

The council has done a great job working together to support the academic achievements at the school. Their focus is intentional and centered around student achievement which is evident in agendas and adopted policies. We also feel we are ready to have our capacity as a SBDM (School-Based Decision Making) council reinstated.

Team evidence:

See school evidence plus:

- Stakeholder interviews
- District artifacts
- Stakeholder survey results
- Stakeholder interviews

Team comments:

- Interviews and artifacts that the Advisory Council is engaged in activities that will foster their capacity to effectively lead and carry out its role when reinstated as a School-Based Decision Making Council in the future.

Improvement Priority 3: (3.1) Develop a plan for meaningful high school-level differentiation of instruction in every classroom that can be consistently monitored, supported, and collegially fostered in professional learning communities. Plan professional learning opportunities for all instructional staff on engaging, research-based instructional practices, and deconstructing standards into student-friendly learning targets. Monitor and support this plan to ensure meaningful, deep professional learning implementation.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Instructional policy
- iPad policy
- Formative assessment focus of PLC protocol 2013-14 and 2014-15
- Multiple forms of use in classrooms on formative assessments
- Walkthrough process for 2013-14
- Walkthrough process and expectations for 2014-15
- Assessment protocol
- PLC documentation (protocol and evidence of work)
- PLC professional development 2013-14
- PLC professional support 2014-15
- PLC Lead protocol
- PLC Lead agendas and minutes

- PD plan 2013-14
- PD plan 2014-15
- DLT training

School/District comments:

Beginning August of last year (2013-14), teachers at the school engaged in professional learning communities (which was the first time this occurred). This time was negotiated to take place one planning period a week by contractual agreement. Due to the Master Agreement Contract, there is little time available for additional professional learning opportunities outside of the set staff meeting (which must have 10 day notice in advance and can only occur twice a month) and the PLC time for teachers to come together for the work on curriculum, instruction and assessment.

For the 2013-14 school year, the administrative team worked with the Educational Recovery Leader to examine deficiencies/priorities to conclude what exactly should be the first steps for a powerful protocol that would impact curriculum, instruction and assessment in order to increase student learning at the school. The protocol consisted of a 4-week cycle that addressed the work needed for improvement AND a continuous cycle for embedded professional learning and refinement of stated deficiencies. The first year was a learning year in understanding the work of a PLC and how the PLC process moves the work.

Beginning in the 2014-15 school year, a set protocol was established for each PLC. The weeks are separated into Weeks 1, 2, 3A and 3B. Week 1 asks “What do we want our students to learn and be able to do?” It consists of teachers identifying a chunk of upcoming instruction and creating a formative assessment that addresses EACH learning target in that chunk of instruction.

Week 2 asks “How will they learn it?” This week consists of teachers identifying and embedding high yield strategies to be used to support student engagement in the learning.

Week 3A asks “How will we know they know it?” This consists of sharing out the item analysis, mastery number of each standard, student voice results of plus/delta, and sharing teacher/course next steps. The PLC addresses the data questions together.

Week 3B asks “What will we do if they do not learn it?” and “What will we do if they know it?” The teachers plan how they will provide accelerated learning for students who have mastered the standard to ensure continuous growth and/or how compacting the curriculum can empower the learner and move ahead with instruction.

Team evidence:

See school evidence plus:

- Stakeholder interviews
- District artifacts
- Stakeholder survey results
- Stakeholder interviews

Team comments:

- While professional learning communities have been established in order to monitor and support the development of curriculum and instruction, little evidence exists to suggest

that meaningful high school-level differentiation of instruction occurs in every classroom. Evidence supports that professional development and learning opportunities have been provided for staff to learn about research-based instructional strategies; yet, little evidence supports the consistent application of strategies for differentiation of learning.

Improvement Priority 4: (3.4) Revise the walkthrough process using an instrument that encourages only, or primarily, narrative comments to ensure the articulation of meaningful descriptive feedback to improve and enhance instructional practice. Regularly discuss this instrument's purpose in staff meetings. Train instructional staff on appropriate "Look-Fors" during walkthrough observations, and create a structure conducive to collegial learning walks for the purpose of providing feedback for encouragement.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Walkthrough evidence from 2013-14
- Walkthrough Evidence for 2014-15
- Teacher Learning Walks 2013-14
- Teacher Learning Walks 2014-15
- PGP process implementing Kentucky Framework
- PD evidence of TPGES (Teacher Professional Growth and Effectiveness System) Framework and self-evaluation
- Evidence of Walks Staff meeting agenda
- Evidence of PD on Danielson or Kentucky Framework 2013-14
- PLC Leader protocol of Learning Walks
- Evidence of reports on Teachscape Walk data
- Plus/Deltas on walkthrough data
- 30-60-90 day plans on PDSA (Plan-Do-Study-Act) or work on walkthrough process
- CEP (Certified Evaluation Plan)

School/District comments:

This deficiency has been addressed satisfactorily beginning the school year after the report of our deficiencies. We believe in the walkthrough process for professional learning and we hold the expectation for all of our teachers to participate in learning walks. The principal encourages and expects ALL teachers to participate in one per month. This feedback is given to PLC Leads to share in PLC Lead meetings as well. This data, combined with the administrative walkthroughs, informs the improvement next steps for classroom instruction that becomes embedded in the 30-60-90 day plan.

During the 13-14 school year, most feedback was verbal and narrative in nature, especially when there was concern with the walkthrough. The principal was the primary communicator when issues were identified, but all administrators communicated the impact on instruction.

Mid-year during the 2013-14 school year, the school shifted to communicating and relating improvement of classroom instruction based on the Danielson/Kentucky Framework for Teaching. When data was shared with teachers, the use of the framework was shared as well. The principal developed a new walkthrough which represented information from Domains 2 and 3.

The central office administration notified the school last year that we would begin using the Teachscape walkthrough (based on the Danielson Framework), but this did not come through at the school level until this past October of 2014-15. Members of the administrative team are trained in Teachscape, and have provided much direction to teachers in the form of professional learning, PLC time, and support and feedback for professional growth. The principal has communicated explicitly his expectation for growth with all staff and, in particular, the PLC Leads.

The Administrative Team, last year and at the beginning of this year, divided the staff into groups to be observed during a two-week period. This did not yield the results we desired. We also combined this process with lesson plan monitoring. The Administrative Team conducted an informal PDSA (as stated in the 30-60-90 day plan) and a new process was attempted. This present process works much more efficiently. The results are yielding a higher number of walkthroughs, and the feedback is much more thorough.

The feedback on the new Teachscape process is an excellent form of feedback. The notes and results are emailed directly to teachers and are commonly cc'ed to the principal. Teachers can ask questions or comment on findings and administrators can also communicate concerns in e-mail and classroom visits, if needed.

Team evidence:

See school evidence plus:

- Stakeholder interviews
- District artifacts
- Stakeholder survey results

Team comments:

- Evidence supports that the walkthrough process has been revised to encourage the inclusion of narrative comments in order to provide meaningful feedback to improve instructional practice. Evidence further supports that the instrument and results are discussed in staff meetings and PLCs. Appropriate "Look-Fors" have been identified and provide focus for collegial learning walks and for providing feedback for encouragement.

Improvement Priority 5: (3.5) Design and engage in ongoing professional learning community (PLC) professional development to ensure that all appropriate stakeholders internalize PLC tenets. Foster a collaborative school culture by developing school-wide professional learning community (PLC) protocols/norms that ensure all collaborative communities operate according to the same procedures and expectations.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.

		There is little or no evidence of improvement with regard to this deficiency.
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School/District evidence:

- PLC protocol 2013-14
- PLC protocol 2014-15
- PLC PD evidence 2013-14
- PLC PD evidence 2014-15
- PLC Lead PD/training 2013-14
- PLC Lead trainings 2014-15
- PLC Lead evidence binders
- PLC Lead protocol

School/District comments:

This priority has been partially addressed in Priority 3; please consider comments and evidence there as well.

As stated in Priority 3, the 2013-14 school year, was the first year teachers at the school participated in school-wide PLCs. Formal training began in August of the 2013-14 school year and all high school teachers participated in PLC induction for the first two days of professional development. Teachers were introduced to the stages of PLC development and characteristics of high functioning PLCs. Teachers worked within their PLCs to establish norms and to discuss the scope of the work. The leadership of the school also created a process for teachers to follow and a weekly set of communicated protocols. This work was intentional and targeted other deficiencies in the priority work (e.g., creation and use of formative assessment, identified daily learning targets, common assessments, and use of data for student improvements).

PLC Leads were identified by the principal in July of 2013-14. These identified leads were to drive the PLC process forward. These leaders were identified in early July and received additional training and were involved in conversations surrounding their roles in conveying the principal's vision for PLCs and the PLC work. As PLC Lead work has evolved, the PLC Leads have also evolved into stronger leaders, or new leaders have been selected. PLC Leads meet no less than once monthly as a PLC with their own established protocol. PLC Leads meet as needed and when the opportunity for PLC or school improvements arises.

PLCs have slowly evolved over the past year and the look/quality of the work has also evolved. The school has five "PLC Days" built into their calendar so that the work of the PLC may continue in a larger setting and school-wide work in curriculum, program reviews, and other aspects of the PLC can be addressed and monitored in one setting. Administrators value this work opportunity for the PLCs and according to Plus/Deltas and other feedback; teachers appreciate this additional PLC time as well.

Members of the administrative team attend the weekly PLC meetings as often as possible. There are also times when the administrative team works with the PLC to drive the work needed of TPGES and other school-wide initiatives. The administrative team agrees that the time of the PLC is sacred and should always move the work forward. The PLC drives all job embedded professional growth and all of the work.

The current protocol is purposeful: Plan, Do, Study, and Act. The first year, we did not PDSA the process. As a result, the PLCs did not effectively reflect the work and did not always own the lack of student achievement or their roles in the work. This process gives teachers an opportunity for reflection and to have student feedback on the work as well. The protocol also addresses the Dufour questions concerning student learning. The administrative team and PLC Leads will continue to work in collaboration to strengthen the PLC protocol. The established protocol will begin to differentiate as varied PLCs have individual needs, strengths and focuses in the work to improve student achievement.

Team evidence:

See school evidence plus:

- Principal presentation
- PLC agendas and minutes
- PLC protocol
- PLC schedule
- Interviews

Team comments:

- A review of artifacts reveals that professional learning communities at the school have a systematic protocol and schedule for meetings.
- Interviews reveal that PLC Leads are identified and serve as facilitators for the PLC.
- Interviews reveal that administrators are participants in PLCs.

Improvement Priority 6: (3.6) Develop a school instructional process that can be consistently implemented in all classes to clearly inform students of learning expectations. Regularly utilize exemplars of high quality work during instruction. Ensure that multiple measures, including the formative assessment process, are provided to inform ongoing modification of teacher instruction and student learning. Further ensure that students are provided specific and immediate descriptive feedback about their learning.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Evidence of Before, During , and After Expectations of lesson design
- PD on BDA (Before, During, After) 2014-15
- PD on Buehl (BDA)
- Lesson design
- Lesson plan “Look-For” document
- Array of strategies
- Minutes of PLC Lead meetings reflecting setting objectives and providing feedback
- Evidence of target setting in feedback in classrooms
- Lesson plan samples
- Unit development

- Formative assessment tool-student work samples
- PLC protocol Week 1
- PLC protocol Week 2
- PLC protocol Week 3

School/District comments:

This priority contains multiple facets that can be complex in nature and requires in-depth understanding of student learning. The school has attempted to ensure that all teachers understand the significance of 3-part/explicit instruction. Leadership has utilized multiple opportunities to convey the process that is desired for all classrooms. Our lesson design and required lesson plans are set up for 3-part instruction and are an expectation for all teachers. Leadership has provided resource support for instructing students who require scaffolds for learning and strategies that also support teaching and learning.

PLC Leads, in collaboration with the principal and members of the administrative team, select high yield strategies to be implemented school-wide. These strategies are studied in PLC Lead meetings along with research based results. Once selected, the PLC Leads take the strategy back to the PLC with suggestions and active, scaffolded, engaging activities that support the strategy (Marzano, Buehl, Allen).

Our first school-wide strategy for the 2014-15 school year was setting objectives and providing feedback. Teachers worked in PLCs to internalize this strategy and put this strategy into action. Administration collaborated with PLCs to provide examples, models and support the work of this strategy. The strategy was monitored for success by administration and was the focus of the PLC Learning Walks. The strategy was the focus of all conversation in staff meetings and weekly memos as well as PLC Lead meetings and PLC meetings. Target-setting was a huge part of this strategy and students communicating the targeted learning and the measure of their success on the target were paramount.

Formative assessment development and use is embedded within the PLC process, but is still not a natural, systematic process that is embraced at the school in every classroom (every student, every class, every day). Some classrooms still struggle making this a natural part of their classroom instruction. Conversations of Tier I instruction have just this year taken place for understanding that ALL teachers are responsible for the core and interventions in their own classrooms, and practice is sparse. More classrooms are moving in the right direction; the use of formative assessments embedded in the curriculum work and Week 3 of PLC have definitely moved this work in a better direction. We still have much work ahead concerning uses of regular formative assessments to move student learning and to inform instruction.

In the PLC work, Week 1 is the reserved time to create common assessments. These assessments are referred to as “benchmark assessments.” These assessments are given several times within a unit, after a natural chunk of instruction. The results of these common assessments are shared at PLC during Week 3A. Data questions are answered to determine the next steps for improvement.

Team evidence:

See school evidence plus:

- Interviews with staff
- Principal presentation
- Classroom observations

Team comments:

- eleot™ observations indicated that exemplars were observed in use in only 8% of classrooms.
- eleot™ observations indicated that students were quizzed about their learning (formatively assessed) in 21% of classrooms.
- eleot™ observations indicated that students demonstrated or verbalized understanding of the lesson/content in 26% of classrooms.
- Interviews indicated that the use of formative assessments was a growth area for the district.

Improvement Priority 7: (3.7) Establish a new teacher mentoring program centered on highly effective principles of teaching and learning and best instructional practices (e.g., formative assessment processes to foster meaningful teacher instructional adjustment and student learning tactic adjustment; differentiation of instruction and flexible grouping; response to intervention). Provide job-embedded follow-up, and formatively monitor this program for effectiveness.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Calendar for new teacher activities
- Schedule of meetings
- Agenda of new teacher meetings (Highlight Wong, Lesson Design, Strategies)
- Monitoring system samples (Plus/Delta)
- Samples of materials

School/District comments:

The school began an induction model for new teachers immediately following the hiring of an assistant principal in July of 2014. The new assistant created a timeline of events, agendas and support that would be provided by the administration. Mentors were assigned to each new teacher for additional support.

In mid-year the Central Office began a joint effort in supporting new teachers throughout the district. These meetings work to support each other and the work of the new teachers. All data indicates that the new teachers are supported and have most of the resources needed to be successful.

The goal is to “Support, Train and Retain” new hires at the school. Over the past several years, the school has struggled to keep teachers new to the system. The lack of continuity in classroom instruction has led to many of the gaps in academic achievement. The new teacher

program has supports for new teachers embedded in its design. The system not only provides new teachers with the resources and supports they need for success, it also teaches new hires how to identify and target at-risk students. The system is designed to immerse new teachers in the policies and procedures of the school, and to indoctrinate them into a creating a culture for learning, where academics and achievement are the norm, not the exception. Classroom management, instruction and assessment are all dissected and reviewed.

The assistant principal has developed a rapport with the new teachers in our building. He checks in on them frequently and addresses any additional concerns and provides them support as needed. He takes the time to observe the positives and concerns which assists him in determining future agendas. The meetings are also concluded with suggestions from the new teachers for how the administration could offer continued support.

Team evidence:

See school evidence plus:

- Interviews
- Principal presentation
- Interviews
- Review of new teacher development artifacts

Team comments:

- Through interviews, teachers report they receive support through the new teacher development program.
- Review of new teacher artifacts reveals agendas and plus/deltas from each monthly new teacher program.
- Interviews support that both the district and the school are providing support to new teachers.

Improvement Priority 8: (3.10) Create a grading policy that clearly outlines an expectation that grades are based on content knowledge and skills and are consistent across grade levels and like-courses. Explore procedures that foster effective standards-based grading and reporting. Consider ways to support implementation of standards-based grading through professional development, with job-embedded follow-up, to ensure grades consistently and accurately reflect content knowledge attainment.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- School calendar
- Grading policy
- Benchmark assessments
- Curriculum samples
- PLC Leader meeting (agenda)
- PLC Leader meeting (minutes)

- Principal's weekly memos

School/District comments:

The Advisory Council passed a grading policy in December of 2014 after determining the entire staff was not following the protocol of 70% assessments/30% classwork set into place school year 2013-14. The reasoning behind the 70% weight on assessment is the stress of emphasis on mastery of standard and to have a uniform policy from content to content to effectively measure success/failure of a class. This policy supports the process of the PLC common assessments and to be able to compare the data of those assessments.

We are still in the early stages of supporting teachers in professional development within the PLC process to clearly identify daily learning targets. In order to become more successful in the future with standards based grading, teachers need a better grasp of the formative assessment process and properly assessing the daily learning target.

Team evidence:

See school evidence plus:

- Stakeholder interviews
- Classroom observation data
- Stakeholder survey data

Team comments:

- Interviews indicated that the use of rubrics and exemplars is not common throughout the school.
- The grading policy does not allow non-academic measures (e.g., behavior, work habits, group scores) to be used in achievement grades; however, no other steps toward standards-based grading have been implemented.

Improvement Priority 9: (3.11) Develop collaborative processes that will ensure the professional development program builds capacity among all professional and support staff, and that the professional learning program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Plus/Deltas
- PLC PD
- PLC protocol
- 30-60-90 support and monitoring
- Quarterly reports
- Teachscape Walk reports
- Agendas for PLC
- PGP (Professional Growth Plan) work

School/District comments:

We have developed an ongoing professional development model. The teachers work in PLCs and learn from each other weekly. The PLCs have a set protocol that must be followed each week. We measure the effectiveness of the PLC by student achievement. If the students aren't mastering the content and showing it on the benchmark assessments, then we aren't being effective in our PLCs.

We always have a couple of PD days at the beginning of each school year. We start the year off with PD on expectations, procedures, and working with students from poverty (Ruby Payne). Each year we do a refresher. The principal feels it's important for the teachers to get off to a good start by going over their expectations and procedures. The Ruby Payne review assists in giving the teachers an understanding of working with students from poverty.

The district also has five "PLC Days" built into the calendar so that the work of the PLC may continue in a larger setting and school-wide work in curriculum, program reviews, and other aspects of the PLC can be addressed and monitored in one setting. Administrators value this work opportunity for the PLCs and according to Plus/Deltas and other feedback, teachers appreciate this additional PLC time as well. We use data from our plus/deltas to determine what is needed next. We do our best to differentiate the PD during those days to meet the individual needs of the teacher. The department chairs also help make decisions on the PD we offer during those days.

Teacher capacity is built by encouraging the department chairs to lead their departments. They are expected to share everything that is discussed in leader meetings with their teachers and model leadership behaviors. They are the leaders of the building. Teachers share strategies they are using in the classroom during faculty meetings. The principal often models strategies and activities he has learned with the staff during PD and faculty meetings.

Team evidence:

See school evidence plus:

- Stakeholder interviews
- Stakeholder survey data

Team comments:

- PLC process is in second year of implementation for core areas.
- The school provides professional learning based on the needs of the school.
- Professional learning for individual teacher professional growth plans has not been addressed.
- PLC effectiveness is measured by student achievement, but a system to evaluate the overall effectiveness or impact of professional learning has not been created.

Improvement Priority 10: (3.12) Monitor, evaluate, and modify reading and math intervention classes to effectively meet individual student needs. Create a scheduling structure that fosters meaningful flexible grouping and allows students to fluidly transition from intervention services as soon as benchmark is met. Provide opportunities for teachers to learn about differentiation and individualization through professional development, job-embedded follow-up, and

monitoring for effectiveness. Continue support services for English Language Learner population, and evaluate and expand these services as needed.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- 2013-14 master schedule (highlight intervention classes)
- 2013-14 January PD schedule
- Rtl 2013-14
- Rtl 2014-15
- Rtl plan from Quarterly Report
- Rtl meetings--PD 2014-15
- 30-60-90 day plans
- Literacy trainings agenda
- Read 180 agenda
- Reading Plus
- Master schedule for ELL (English Language Learner)

School/District comments:

Beginning the 2013-14 school year, SIG (School Improvement Grant) funding allowed for opportunities in the master schedule for Tier II classes in literacy and mathematics. Literacy and math lab classes were established to provide an intervention for students who had not reached benchmark on PLAN or ACT and students scoring on the “bubble” of reaching benchmark. Although extra time was provided for these students and the classes were supplemented with programs and resources, there was sporadic or limited progress monitoring and students were not fluid in movement when accomplishments were made in achievement.

Another barrier to more student success was insufficient knowledge of teacher understanding of skills needed to conduct effective Tier II intervention. The administrative team continued to work with PLC Leads and staff on what high school interventions should look like and set some vision into what a more efficient high school intervention program should look like. After debate and vision setting, the administration set into motion a “College/Career Bell” which took the place of the “Advisory Bell.”

There were several factors that were set in motion to make this time more effective school-wide and for students receiving interventions. There were many processes that needed to be in place. Some of these new practices are outlined below as what the new work would include in order to begin the process:

- Administrators thoroughly understand the Kentucky System of Interventions.
- A school-wide intervention plan (as evident in quarterly work) was set in motion.
- PLC Leads were included in the planning and what the new process should look like.
- Every school staff member was assigned a role and a set of students.
- Every staff member was provided an opportunity to learn their new role during CCR Bell. Several teachers (15) were provided very specific training in literacy Rtl and math

Rtl.

- F. Professional Learning Day(s) were reserved to provide training and overview of the new CCR Bell process and expectations.
- G. Staff members (counselors, CCR coach, selected teachers, and administrators) worked in collaboration to place students in classes based on Fall/Winter MAP (Measures of Academic Progress) scores, KOSSA (Kentucky Occupational Skills Standards Assessment), WORK KEYS, and EPAS (Educational Planning and Assessment System) needs.
- H. Communication by the principal to staff members of the importance of this time of the day and everyone's role in this new process

Although the new CCR Bell was new and several kinks were not worked out, the administration, PLC Leads and the Advisory Council could see the need to lengthen the time in CCR Bell for the 2014-15 school year by 10 minutes.

The 14-15 school year plan for CCR Bell was to provide the school a chance to begin the year stressing the importance of the CCR Bell for MAP interventions, 9th grade interventions, CTE (Career and Technical Education) intervention, and Tier III focus for special education students. With SIG funds, there were materials and resources ordered to enrich, remediate and support the teaching and learning during the CCR Bell. To support EPAS work, we use several sources for literacy (including Reading Drills, Ready Common Core Reading Instruction [several levels based on student need] and Groundwork for a Better Vocabulary) and have trained teachers and use multiple resources. For Tier II and Tier III reading we use Read 180 and Reading Plus, on which we have trained various teachers, including special education teachers. We use PLC days and staff meetings to allow Rtl teachers to train and work to create plans for their work. After each quarter, students are moved and switched as needed according to their progress. Teachers also make recommendations as individual data is revealed.

As the new counselors, CCR coach, and curriculum coach have worked together this year in getting Tier I, II and III classes embedded effectively in the schedule and ensuring pathways can be accomplished, we have seen gaps and various concerns within the current master schedule and class offerings that are affecting Rtl opportunities for students. Time and energy will be reserved to create the strongest and best schedule possible to ensure core classes do not interfere with or circumvent interventions and vice versa. We use quarterly data to monitor our overall work. We examine failure rates, benchmark data, MAP data and look at gap groups. Our specific Rtl classes are also looking at individual data to monitor strategies and the work during Rtl. We are NOT where we want to be, but we are certainly better than we were. We know that as we become more experienced and more focused in committing to rigor and ensuring all students are getting what they need and deserve in our journey to guaranteeing our students are graduating CCR, our schedule will become more and more intentional to ensure student success.

Our English Language Learner population has grown over the past three years from 2 students to currently 14 students. We support our ELL learners with an additional literacy class. These students are given additional reading skill opportunities and overall literacy skills. This class is offered consistently, every day to these students, in addition to an ELL class, where a teacher supports their learning every day as well. In total, ELL students are provided exclusive support that adds up to be about 105 minutes a day.

Team evidence:

See school evidence plus:

- Stakeholder interviews
- Classroom observations

Team comments:

- The school has made commendable efforts to address the individual needs of all students by providing a College and Career Bell period. MAP and EPAS data is analyzed and used to place students in appropriate interventions. CTE teachers also provide intervention with an intentional focus on KOSSA.
- Teachers have received training in ACT mastery, literacy, RtI sources, use of data from KOSSA results, and KYOTE (Kentucky Online Testing) workshops offered by Northern Kentucky University.
- The school must continue to refine its RtI process with an intentional focus on Gap students.
- Leadership needs to monitor instruction during CCR Bell to ensure all students are receiving intentional, meaningful interventions.

Improvement Priority 11: (4.3) Establish a collaborative process to develop clear and consistently-enforced school-wide expectations for student behavior.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

Non-negotiables

PD agenda (mission, vision, and expectations)

Weekly memos (samples)

Classroom expectations and procedures

Policies and procedures

Code of Conduct

Matrix

School/District comments:

In the school year of 2011-12, we began a partnership with ABRI (Academic and Behavioral Response to Intervention). We established school-wide expectations during the process. We created a committee, which met monthly to discuss school-wide data and ways to improve. ABRI didn't have the funding to continue the partnership this school year. The committee established a discipline matrix so everyone would know the consequences for discipline infractions.

We created school-wide non-negotiables as a leadership team (leaders and department chairs). We review the non-negotiables each year before the school year starts. The principal gives teachers reminders throughout the school year through the weekly memos, and we revisit them during faculty meetings.

The principal began the 2013-14 school year with a PD on Harry Wong's "The First Days of School." We started this school year with a review, and we will begin each coming year doing the same process in order to set in motion desired actions of our teachers.

The expectation is for every teacher to establish classroom expectations and procedures with all of their classes. It's important for the teachers to set the tone early, so we won't have to deal with as many problems during the school year.

The principal meets with each class at the beginning of the school year and at the beginning of the second semester to share his expectations. The student handbook is reviewed so they know what is expected. The principal feels it's important for them to hear it coming directly from him as well as from their teachers. Students must understand that he will support the teachers' discipline plan, and that he wants them to all be successful.

Team evidence:

See school evidence plus:

- Stakeholder interviews
- Survey results
- School artifacts

Team comments:

- Evidence supports that a collaborative process has developed clear school-wide expectation for student behavior. Evidence further suggests that leadership is working to provide consistency in enforcing these expectations.

Improvement Priority 12: (5.1) Establish a comprehensive student assessment system that includes classroom-level assessment data.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

Assessment protocol

PLC protocol

PLC Lead protocol

Evidence in binder

Benchmark assessment samples

Benchmark assessment monitoring (Week 3A)

Grading policy

School/District comments:

The school presently uses Measures of Academic Progress (MAP) as its universal screener. Our district gives MAP screening 3 times a year. We use this data to better inform our instruction and to determine needs of students for interventions. We use this information in our Quarterly

Report in order to self-monitor and seek improvements for the 30-60-90 day plan.

The new Student Grades and Assessment Policy (3.4) was passed which supports teachers to take a balanced approach to assessment. We also have an assessment protocol, which communicates our grade level expectations. Policies (grading and PLC protocol) support the expectation that teachers will consistently give common benchmark assessments and provide effective feedback to students on their learning and this data is documented as analyzed during PLC, in Week 3A. We feel the use of this protocol will provide information to teachers on student learning. Teachers should also be providing student opportunities to communicate their learning needs during this protocol. The strongest and next step catalyst is the use of the “data questions.” The CCR coach, in collaboration with our counselors and others in the school, creates an assessment calendar that is shared with all staff members. Updates and teacher responsibilities are communicated by email.

Teachers are consistently giving benchmark assessments. We have provided training and have a monitoring system for our assessments to measure rigor and relevance. We have established a process for this monitoring and have used it with our PLC Leads. They should also use this process in their PLCs to monitor the level of assessment rigor and relevance.

We are constantly communicating the need for a balanced assessment approach and a move to better measurement of our student learning by effectively using formative assessments. The principal communicates consistently that until we all use daily learning targets and measure these targets of learning, we cannot be ready for our quest to conduct standards-based grading.

Team evidence:

See school evidence plus:

- Classroom observations
- School artifacts
- Stakeholder interviews

Team comments:

- While evidence supports that leadership, Advisory Council, and PLCs use data to identify students needing additional support in Response to Intervention, little evidence supports that classroom-level assessment data, (e.g., exit slips, multiple choice questions, journal entries) are used to adjust instruction.